



9-12 LESSON 4

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Cultural Exploration
 - World Map
 - Basic cultural facts (presentation slides)
 - Use musical examples provided below or select other appropriate examples for the students
 - Lullaby: Good Evening, Good Night (video) goo.gl/fi8PAQ
 - Sporting Event: We Will Rock You (video) goo.gl/o9nM5A
 - Parade: Stars and Stripes Forever (video) goo.gl/Puv8ow
 - Use musical examples provided below or select other appropriate examples for the students (audio recordings of music)
 - Lullaby: Boi da Cara Preta (video) goo.gl/Yp8wzS
 - Sporting Event: La La La (video) goo.gl/T6z5w2
 - Parade: "Rio Carnival" (video) goo.gl/QWSRnH
- Exploring Empathy
 - Brené Brown on Empathy (video) goo.gl/VRwxCD
 - Optional extension of lesson: Under the Surface (video) goo.gl/wgTMQ5
 - If you had knowledge of another person's experiences (what they see, what they hear, what they feel) would it change the way you respond to individuals?

Since we can't possibly know what is happening in every person's life, what can we do to better demonstrate empathy and understanding?

STANDARDS

1.5 Artistic Perception (advanced) (lesson 1, 2)

Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

3.3 Historical and Cultural Context (advanced)

Compare and contrast the social function of a variety of music forms in various cultures and time periods.

4.3 Aesthetic Valuing (proficient)

Explain how people in a particular culture use and respond to specific musical works from that culture.

OUTCOMES

Students will . . .

- Analyze and describe the elements of music ((**BEAT, RHYTHM, TEMPO, PITCH, DYNAMICS** and **TIMBRE**).
- Demonstrate increasing awareness of **EMPATHY** through whole class discussion.
- Demonstrate increasing awareness of the role music plays in daily life for themselves as well as those living in Brazil.

LESSON BEGINS ON NEXT PAGE



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PRE-ASSESSMENT

3 mins

1. Empathy questions
 - a. What do you remember about the book “Red”?
 - i. What was the story about?
 - ii. What can we learn from this simple picture book?
 - iii. What is the word we learned to describe when we understand and care about the feelings of someone else? (Empathy)
2. Cultural questions
 - a. What is the name of the country we are learning about?
 - b. What is something new that you have learned about Brazil?
 - i. Share your answer with your elbow partner, and then join another pair to share your answers.
3. Musical Listening questions
 - a. Where do you hear music around you? At school? At home? At the grocery store?
4. Share your answer with a partner.

CULTURAL EXPLORATION

10 mins

1. Let’s look at our list of events/occasions/locations where we hear music. (created in Lesson 2)
2. Play approx. :30 seconds of each musical example and ask students at what event or occasion they think this music would be used.
 - a. “Good Evening, Good Night” (lullaby)
 - b. “We Will Rock You” (sporting event)
 - c. “Stars and Stripes Forever” (parade)
3. Play approx. :30 seconds of each musical example from Brazil and ask students what event or occasion they think this music would be used at in Brazil.
4. Musical Examples from Brazil
 - a. “Boi da Cara Preta” (lullaby)
 - b. “La La La” (sporting event)
 - c. “Rio Carnival” (parade)
5. What did you notice about the BEAT, RHYTHM, TEMPO, PITCH, DYNAMICS, and TIMBRE of the music from Brazil?

EXPLORING EMPATHY

10 mins

1. What is sympathy?
2. Are empathy and sympathy the same thing? If not, how are they different?
3. Students watch Brené Brown on Empathy video on empathy (2:53)
 - a. Reflect with an elbow partner
 - i. What does Dr. Brown say empathy encourages? What does she say sympathy encourages?
 - ii. Have you ever acted like the deer character in the video?
 - iii. Do people sometimes act like the deer character when they are trying to be helpful? Is it helpful?
 - iv. What could you do to demonstrate more empathy towards people when they share something with you?

REFLECTION

5 mins

Ask students which of the songs from the lesson they prefer from this lesson and why. Responses should include reference to the elements of music (**BEAT, RHYTHM, TEMPO, PITCH, DYNAMICS** and **TIMBRE**)